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No. 73

HEALTH and PERSONAL DEVELOPMENT

Junior High School
Course Outline, 1955-56

CURRICULUM

PROVINCE OF ALBERTA
Department of Education
1952 ?

1955-56 COURSE OUTLINE FOR THE JUNIOR HIGH SCHOOL GRADES IN HEALTH AND PERSONAL DEVELOPMENT

The 1953 edition of the Junior High School Curriculum Guide for Health and Personal Development is now out of print. Since some teachers may not have a personal copy of the Guide this outline has been published to assist them for the school year 1955-56. It includes part of the introduction to the present Guide, a grid sheet showing the unit development, a list of primary references, and the outline of content for all units in Grades VII to IX, including those changes in units introduced in the 1954-55 Supplement. However, where possible the 1953 Curriculum Guide should be consulted since it contains additional materials and suggestions, particularly with respect to teaching procedures.

Subcommittees are presently at work preparing a revised edition of the Guide; it will be available for use in September, 1956.

PART OF INTRODUCTION TO 1953 JUNIOR HIGH SCHOOL CURRICULUM GUIDE

(Pages 6-13 inclusive)

Nature of the Course

The course in Health and Personal Development is an attempt to incorporate into one program the principles of health education and the various aspects of group guidance that can properly be offered in the classroom situation.

Reasons for Offering the Course

A. To provide information in the following areas:

1. Health education, with particular emphasis upon:
 - (a) Physiological growth and development
 - (b) The great discoveries that are landmarks in our progress towards better health
 - (c) Scientific methods that are gradually eliminating communicable diseases
 - (d) Body structures and how they function
 - (e) The science of nutrition
 - (f) Federal and provincial public health services and their contribution to the welfare of Canadians.
2. Elementary principles of mental hygiene and adolescent psychology, and the use of these principles as guides to the development of desirable personality traits.
3. Group relationships of concern to the student at various age and grade levels.
4. Material relating to the choice of a career with proper emphasis upon the importance of sound educational preparation.
5. Material relating to study habits, to reasons for lack of progress in school, and to methods leading to school success.

B. To provide for an organized group guidance program by:

1. Centering the above information around activities arising out of the students' experiences;
2. Encouraging students to make a proper appraisal of themselves in order that they eventually may realize their inherent potentialities;
3. Fostering the development of wholesome attitudes.

General Objectives of the Course

Through successful teaching in this course students should be encouraged:

1. To acquire a sound understanding of the factors affecting physical growth and development;
2. To establish good health practices based on scientific knowledge;
3. To develop a sense of individual responsibility for personal and public health;
4. To develop wholesome, friendly attitudes towards members of the opposite sex;
5. To accept the duties and responsibilities as well as the privileges and rights of family living;
6. To become increasingly aware of the interacting influence of home and community and of the individual's responsibility for helping to raise the standards of community life;
7. To develop democratic practices in group relations;
8. To seek effective ways of solving personal problems;
9. To realize the value of specific vocational planning.

Special Note

Units V and VI at each grade level deal specifically with the personal problems that young people meet and with their contributions to the groups of which they are members. **Teachers must exercise judgment in selecting and handling problems relating to the home and family.** Care should be taken to see that the discussion of such topics does not encourage students to criticize their parents or conditions in their homes. If it is felt in some schools that discussion of certain material in these areas is unwarranted, principals and teachers should feel free to omit such material, subject to the approval of their Superintendent or administrative authority. This should not be taken to mean that, if students have individual problems which they would like to discuss, the opportunity should not be given. In such cases a personal interview should be arranged with the counselor or the staff member who has been given this responsibility. In many schools the principal is provided with non-teaching periods which he can use for such interviews.

The school has no desire to infringe upon the rights and privileges of the family; the teacher should be constantly on the alert to prevent this happening. He should accept the responsibility placed in his hands that requires him to exercise tact and good judgment in presenting specific problems to his students.

Who Should Teach These Courses

All teachers should be familiar with the objectives and aims of the course in Health and Personal Development. They should be aware of the part that they can play in encouraging sound patterns of growth, in developing a scientific attitude towards health practices and a feeling of responsibility for personal and community health.

Consideration might be given to the following suggestions:

1. The principal, if possible, should teach some of the courses in 'Health and Personal Development, provided his position is not purely an administrative one.
2. The courses should be assigned to those teachers with a high degree of understanding and sympathy for the pupil; that is, those with the following qualities:
 - (a) Possessing a genuine interest in young people and an understanding of the problems they face at different ages;
 - (b) Possessing initiative, imagination, and resourcefulness, and being sensitive to the needs of their students. Without these qualities there is a danger that the course will become mere verbalizing;
 - (c) Having an adequate understanding of the psychology of individual differences and attempting to apply this understanding in their daily teaching;
 - (d) Being well-adjusted to life in general and sufficiently aware of basic human needs. In this regard they should apply to the class situation rules for good mental health;
 - (e) Preferably having some special training in the fields of health, psychology, guidance and mental hygiene; at least they should understand how to apply the basic principles in these fields to their classroom teaching.
3. Teachers should not work exclusively in the Health and Personal Development field, but should offer other courses as well.

Course Organization

I. The general plan includes courses in Grades VII, VIII, IX, and X with the material for each unit arranged in sequence to avoid overlapping from grade to grade. Units II, III, IV, VII, and VIII constitute the Health portion of the program.

Number and Name of Unit	Suggested Time Allotment
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Unit I—Educational Life:	
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"Fitting in at School"	2-4 weeks
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Unit II—Growing Into Maturity:	
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"My Own Health"	3 weeks
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Unit III—Health Heroes:	
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"Others Help Us to be Healthy"	4-5 weeks
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Unit IV—Conquest of Diseases:	
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"On Guard Against Disease"	3 weeks
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Unit V—Personality Development:	
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"My Living Standards and Values"	6-7 weeks
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Unit VI—Group Life:	
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"Living With Others"	4-5 weeks
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Unit VII—Our Physical Resources:	
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"The Body's Growth and Repair"	4-5 weeks
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Unit VIII—Accidents:	
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Prevention and Aid: "Living Safely in a Busy World"	4-5 weeks
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Unit IX—Career Planning:	
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"My Life Work"	4-5 weeks
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HEALTH AND PERSONAL DEVELOPMENT—OVERALL CHART

Units	Grade VII	Grade VIII	Grade IX
I	School Life	Success in School	Effective Learning
II	Personal Health Inventory	Patterns of Growth	Adolescence—The Bridge to Adulthood
III	Health Heroes	Using Scientific Knowledge	Canada's Changing Health Picture
IV	Disease Prevention	Using the Body's Defences	Community Health
V	Living Standards and Values	Living Standards and Values	Individual Development
VI	Group Life	Group Life	Group Life
VII	Growth in Height and Weight	The Body and Its Use of Food	The Great Delivery System of the Body
VIII	Safety in the Home	Safety in the School	Safety on the Road
IX	Cornerstones of Success	Job Understanding	Education and the World of Work

PRIMARY REFERENCES

- GRADE VII:
1. **For Healthful Living**, Jones, Morgan and Landis
 2. **You're Growing Up**, Shacter, Jenkins and Bauer, or
About Growing Up, National Forum, Inc.
- GRADE VIII:
1. **Good Health for Better Living**, Jones, Morgan and Landis
 2. **Into Your Teens**, Shacter, Jenkins and Bauer, or
Being Teen-Agers, National Forum, Inc.
- GRADE IX:
1. **Study Your Way Through School**, Gerken (Life Adjustment Booklet)
 2. **4-Square Planning For Your Career**, Hamrin
 3. **Personality and School**, Bliss
 4. **Building Health**, Williams
 5. **Facts About Alcohol**, McCarthy

The selection of primary references for Grade VII and VIII classes should be on the basis of one title only per student. However, to insure that some copies of each of the three titles are available it is suggested that one-third of the students be supplied with one title, one-third with another, and the remainder with the third.

Some similar arrangement might be developed for the primary references in Grade IX. The pamphlet, **Facts About Alcohol**, by McCarthy, should be available in sufficient quantity that all students will have the opportunity of examining it when the sections on alcohol are being discussed.

UNITS FOR GRADE VII

GRADE VII—UNIT I—SCHOOL LIFE

(Suggested time allotment—
24 weeks)

References:

About Growing Up,
Chapters 1, 4, 5, 7, 9, 11, 12,
13, 18, 19, 20

You're Growing Up,
Pages 144-146, 151, 152-154,
220-224

Section I—School Organization and Administration

A. How Our School is Organized

Reference:

About Growing Up,
Ch. I, "What's New?"
Ch. II, "School Service."

B. Meeting the Teachers

C. Welcoming New Pupils

D. Safety Patrol

Reference:

You're Growing Up,
Pp. 220-224: "Something
Ought to be Done"

E. Rules and Regulations

Section II—Student Activities

A. Extra-curricular Activities in Our School

Reference:

About Growing Up,
Ch. 7, "It's Not All Book
Work"

Ch. 13, "The Meeting Will
Come to Order"

Note: This may be correlated
with Unit VI, Section I, Topic
C, "Class Organizations."

B. School Spirit

References:

About Growing Up,
Ch. 9, "Being a Good Sport"
Ch. 12, "It Belongs to All of
Us"

Ch. 18, "Clicking With the
Public"

You're Growing Up,
P. 151, "No Fair!"

Pp. 152-154, "Getting Along
With Your Teachers"

C. How the Student Benefits from Activities

Section III—Study Habits

A. Habits

B. Budgeting Time

References:

About Growing Up,
Ch. 4, "Around the Clock"
Ch. 19, "Comic Books"
Ch. 20, "Movies and Radio"

You're Growing Up,
Pp. 144-146, "Managing Your
Time"

C. How to Study Efficiently

Reference:

About Growing Up,
Ch. 5, "Study Tips"

D. Conditions for Good Study

E. Study in Individual Subjects

F. How to Develop Interest and Self-Motivation

GRADE VII—UNIT II—PERSONAL HEALTH INVENTORY

(Suggested time allotment—
3 weeks)

References:

For Healthful Living,
Chapter V

You're Growing Up,
Pp. 119-126, 129-130, 136, 137,
170, 184-186, 187-188, 189-
191, 195-199.

A. Personal Appearance

B. Posture and Feet

Effect of good posture on
health and well-being

Effect of posture on appear-
ance of clothes

Effect of posture on the impres-
sion you make on others

Causes of poor posture

Check each other's posture

C. Skin

A good complexion

Special problems in skin care

Skin diseases

- D. Hair and Nails
Relation between hair appearance and general health
Special hair problems
Appearance of healthy, well-cared for fingernails
- E. Hearing
Defective hearing
Causes of defective hearing
- F. Teeth
Teeth and appearance
Causes of tooth decay
- G. Nose and Throat
- H. Eyes
Some common eye defects and their correction
Symptoms of eyestrain
Eye infection
- J. Height and Weight

GRADE VII—UNIT III—HEALTH HEROES

References:

Good Health for Better Living (Grade VIII text), Chapter VI

✓ *Good Health*, Phair and Speirs, contains excellent material for this unit.

✓ *Health Through the Ages*, pamphlet, Health Education Division, Department of Health, Edmonton.

- A. Health Heroes of Early Civilizations.
Hippocrates: Father of Medicine.
Noted for close observation of patients, recorded case histories, observed healing powers of nature, stressed rest and cleanliness.
Aristotle: Biologist, studied anatomy, dissected many animals, laid foundation for study of heredity.
Galen: A Greek who took advanced ideas of Greeks to Rome. Wrote many treatises on medicine which became the basis of medical study in European universities.
- B. Men of Science in the Renaissance.
Vesalius—the first anatomist.

Leeuwenhoek—the early microscopist.

Harvey—the discoverer of blood circulation.

Malpighi—discovered the capillaries and proved 'Harvey's hypothesis.

Lavoisier — father of the science of nutrition.

- C. Men who Helped to Conquer Communicable Diseases.

Edward Jenner — opened the way for the elimination of the great epidemics of smallpox.

Pasteur — originated the germ theory of disease and made the first discoveries in immunization.

Lister—father of modern surgery.

Koch—the first bacteriologist.

Ross—discoverer of the role of the mosquito in malaria.

Reed—discovered how to control yellow fever.

- D. The Great Humanitarians:
Florence Nightingale, Henri Dunant, Sir William Osler, John Howard, Edward Trudeau and others.
- E. The Brilliant Discoveries of Modern Times.
Roentgen—X-ray.
Pierre and Madame Curie—radium.
Ehrlich—salvarsan.
Beers—mental health.
Domagk—sulfonamides.
Banting and Best—insulin.
Fleming—penicillin.
Waksman—streptomycin.
Selye — influence of stress on disease.

GRADE VII—UNIT IV—DISEASE PREVENTION

(Suggested Time Allotment—
3 weeks)

References:

For Healthful Living, Chapters VI and VII.

Pamphlets, Health Education Division, Provincial Department of Health, Edmonton.

Section I—Prevention of Colds

A. Colds are costly and wasteful. They are responsible for the greatest loss of time from school and work. Authorities estimate the cost of colds to Canadians at 20 millions a year in lost wages, reduced production and cost of medical care and drugs. A survey of absenteeism in Canadian schools showed that half the absences for medical reasons were caused by respiratory infections.

B. Colds cause much misery and often pave the way for other diseases, such as influenza, pneumonia, and rheumatic fever.

A baffling virus is believed to be the cause of colds; other germs follow in the wake of the virus.

People differ in their ability to resist the organisms that cause colds. Factors that influence one's resistance are age, fatigue, chilling, crowding, diet. The seasonal nature of colds; factors that tend to make colds more prevalent in cold weather.

C. Catching a cold from yourself and catching one from other people. Flourishing handkerchiefs spreads germs; sneezing can send droplets containing virus forward at rate of 100 miles an hour.

D. What to do to prevent colds: protect others by staying home for a few days when you have a cold. Colds are most contagious during their early stages. Look after yourself by going to bed, drinking plenty of liquids, having foods and drinks high in Vitamin C, using handkerchiefs that can be burned. Helping to prevent colds from spreading in the family: use of one's own towel, best ways to wash dishes, careful habits.

E. Treatment of Colds

Section II—Other Diseases That Gain Entrance Through the Respiratory Tract

A. Diseases of the Lungs: tuberculosis, pneumonia, bronchitis.

B. The Common Communicable Diseases of Childhood: measles, mumps, whooping cough, diphtheria, scarlet fever.

C. The Protection Offered by Vaccination and Inoculations.

D. Alberta's Quarantine Regulations.

E. Rheumatic Fever.

The seriousness of rheumatic fever which may follow nose and throat infections. Chorea or St. Vitus's Dance may be manifestations of rheumatic fever.

For Healthful Living,

Pp. 180-182.

GRADE VII—UNIT V—LIVING STANDARDS AND VALUES

(Suggested time allotment—
6-7 weeks)

References:

About Growing Up,
Chapters 2, 3, 6, 10, 16, 17,
24-28, 30.

You're Growing Up,
Pages 50-66, 88-106, 110-143,
155-157, 165-169.

Section I—The Individual

A. Individual Assets.

References:

About Growing Up,
Ch. 24, "Give Yourself a
Break".

You're Growing Up,
P. 62, "Understanding Your-
self".

B. Appearance is Important.

References:

About Growing Up,
Ch. 25, "How Do I Look?"

You're Growing Up,
P. 119, "That's Just What I
Want to Know."

Pp. 120-122, "Why Appearance Is Important."

Pp. 123-126, "Cleanliness comes first."

P. 127, "Some helpful hints for girls."

Pp. 127, 128, "Choosing becoming clothes."

Pp. 129, 130, "Caring for your hair."

Pp. 131, 132, "What about makeup?"

P. 133, "Some helpful hints for boys."

P. 133, "Your main problem."

Pp. 134, 135, "What clothes can do for you."

P. 136, "What Do You Think?"

C. Courtesy.

Reference:

About Growing Up,
Ch. 26, "Courtesy Counts"

D. Manners Count.

References:

About Growing Up,
Ch. 27, "Minding Our Manners."

You're Growing Up,
P. 165, "What Should I Do?"

Pp. 166-168, "The courteous things to do and say."

P. 169, "Test your social 'know how'."

E. Individuality.

Reference:

About Growing Up,
Ch. 28, "Acting Natural."

Section II—Growing Up

A. Belonging to the Crowd.

References:

About Growing Up,
Ch. 17, "Clicking with the crowd."

You're Growing Up,
Pp. 54, 55, "Your social needs."

B. Acceptance by the Peer Group.

C. Desire for Independence.

D. Controlling Oneself.

References:

About Growing Up,
Ch. 10, "Keeping My Word."

Pp. 65, 66, "I Hate Waiting Around."

P. 92, "You Can't Back Out Now."

P. 96, "Handling Other Feelings that Trouble You."

Pp. 96-99, "Feelings of Anger."

Pp. 100-102, "When You are Afraid."

Pp. 103-106, "Learning to 'take' Failure."

Section III—Standards Influence Personality Development

A. Behavior in Different Situations.

References:

You're Growing Up,
Pp. 50, 51, "Why Does He Act That Way?"

Pp. 52, 53, "There's Always a Reason."

Pp. 56-61, "Your Needs Influence Your Behavior."

B. Developing Self-confidence.

Reference:

You're Growing Up,
Pp. 93, 95, "Those self-conscious feelings."

C. Values and Goals.

Section IV—Getting Along With Others

A. Membership in the Family.

References:

About Growing Up,
Ch. 16, "Understanding Parents."

Ch. 30, "Home Responsibilities."

Ch. 6, "Busy Line."

You're Growing Up,
Pp. 138, 139, "What a Family."

Pp. 140, 143, "Getting Along with Your Family."

B. What Parents Do for Us.

C. On Being a Friendly Person.

References:

About Growing Up,
Ch. 2, "How Can I Make New Friends?"

You're Growing Up,
P. 88, "She Used to Be My Best Friend."

P. 89, "Why Friendships Change."

Pp. 110, 111, "Why Don't They Ask Me?"

Pp. 90, 91, "Building New Friendships."

Pp. 112-114, "Making and Keeping Friends."

Pp. 115, 116, "Why are Some People Not Liked."

D. Relationships With Others.

References:

About Growing Up,
Ch. 3, "Getting Along with Teachers."

You're Growing Up,
Pp. 63, 64, "Understanding Others."

Pp. 117, 118, "Getting Along With Others is Important."

Pp. 155-157, "Getting Along With Your Teachers."

GRADE VII—UNIT VI—GROUP LIFE

(Suggested time allotment—
4-5 weeks)

References:

About Growing Up,
Chapters 8, 14, 15, 29.

You're Growing Up,
Pages 158-159, 160-162,
163-164.

Section I—My Groups

A. Committees.

Reference:

You're Growing Up,
Pp. 158, 159, "No One Will Help."

Pp. 160, 162, "Learning to Work in a Group."

B. The "Gang."

Note: This topic may be correlated with Unit V, Section II, Topic B, "Acceptance by the Peer Groups."

C. Class Organizations.

Note: See Unit I, Section II, Topic A, "Extracurricular Activities in Our School."

D. Behavior in a Group.

References:

About Growing Up,

Ch. 8, "My Part in the Group."

You're Growing Up,

Pp. 163, 164, "Girls Grow Up Socially Sooner Than Boys."

Section II—Social Institutions

A. The Home as a Social Institution.

References:

About Growing Up,
Ch. 15, "Family Life."

B. Organizations.

C. The Church as a Social Institution.

Section III—Democratic Living

A. The Community.

B. The Democratic School.

Reference:

About Growing Up,
Ch. 14, "Are We Really Democratic?"

Section IV—Group Thinking

Independent Action in the Group.

Section V—Leisure Time Activities

A. Interests.

B. Hobbies.

Reference:

About Growing Up,
Ch. 29, "Why Hobbies."

C. Using Our Time.

Section VI—Leaders and Followers

A. Qualities of Leaders.

B. Characteristics of Followers.

GRADE VII—UNIT VII—GROWTH IN HEIGHT AND WEIGHT

(Suggested time allotment—
4-5 weeks)

References:

For Healthful Living,
Chapters I, II, III.

You're Growing Up,
Pp. 19-20, 30-33, 45-47, 36-37,
42-44, 208, 212.

Food pamphlets, (free), Nutritionist, Provincial Department of Health, Edmonton.

- A. Influence of Heredity. Charts are based on averages and may not apply strictly to the individual.
- B. Importance of a Well-balanced Diet in Growth.
- C. Importance of Regular Exercise.
Regular exercise helps the whole body to function properly.
- D. Importance of Rest.
"A balanced life of hard work interspersed with sleep and rest is best."
- E. The Need for a Happy Environment.
- F. The Growth of the Skeleton.
The work of the skeleton.
Support.
Protection for Organs.
Provides for Movement.
Bone marrow manufactures blood cells.
Structure of Bones:
Long, heavy bones lightened and strengthened by hollow canal.
Hard exterior and more open, porous interior.
Fibrous covering for protection and nourishment.
Ligaments fastening bones together.
Joints:
Variety of movements possible because of different kinds of joints.
Structure of joints to get ease of movement with little friction.
The special structure of the foot.
Bears weight and provides for movement.
Cushions jars.
- G. The Growth of Muscles.
The muscles as engines providing power: muscles move the skeleton, pump blood, push air in and out of lungs, move food along in digestive tract, make speech possible, etc.
Muscles are of many sizes and

shapes.

How muscles work:

Muscles are working, even though they are not producing movement.

Muscles work in pairs that are antagonistic to each other.

Well-trained muscles develop a remarkable degree of co-ordination.

Well-developed muscles improve one's health and appearance.

Benefits of exercise.

Importance of rest.

Need for a good diet rich in protein and other protective foods.

Learning to use muscles with economy.

Good posture is dependent upon well-developed muscles.

GRADE VII—UNIT VIII—SAFETY IN THE HOME

(Suggested time allotment—
4-5 weeks)

References:

You're Growing Up,
Pp. 220-228, 233-248.

Safety pamphlets, Alberta
Safety Council, 9656 Jasper
Avenue, Edmonton.

First Aid to the Injured is a
good reference.

A. Falls.

1. Age is a factor in falls.
2. How and why falls occur.
3. Places where falls are likely to occur.
4. Steps to take to reduce falls to a minimum.
5. What to do if you fall.
6. First aid for falls.

B. Fires.

1. Causes of fires in the home.
2. Prevention of fire hazards.
3. What to do in case of fire—how to get help.
4. How to put out a fire.
5. First aid for burns.

C. Poisons.

1. What constitutes a poison.
2. Preventing poisoning.
3. First aid for poisoning.

(Food poisoning as a special type of poisoning is discussed in Unit IV, Grade VIII).

- D. Cuts and Wounds.
 - 1. Causes and prevention.
 - 2. Hemorrhage.
 - 3. First aid for wounds.
- E. Asphyxia.
 - 1. Meaning of asphyxia.
 - 2. Causes, e.g., mechanical suffocation, apparent drowning.
 - 3. How to prevent asphyxia.
 - 4. First aid measures in asphyxia.

GRADE VII—UNIT IX— CORNERSTONES OF SUCCESS

(Suggested time allotment—
4-5 weeks)

References:

About Growing Up,
Chapters 31, 32, 33.
You're Growing Up,
Pp. 147-150.

- A. Biographies of Famous Men and Women.
- B. Thrift Habits: Income, Expenses and Saving.
 - 1. Gifts.
 - 2. Clothing.
 - 3. Hobbies.

References:

About Growing Up,
Ch. 32, "My Own Money and How I Spend It."

You're Growing Up,
Pp. 147-150, "Managing Your Money."

- C. Doing the Job.
 - 1. Habits.
 - 2. Courtesy and the part-time job.
Note—This may be correlated with Unit V, Section I, Topic C, "Courtesy."

Reference:

About Growing Up,
Ch. 31, "Learning to Work for Wages."
Ch. 33, "Summer Plans."

UNITS FOR GRADE VIII

GRADE VIII—UNIT I—SUCCESS IN SCHOOL

(Suggested time allotment—
2-4 weeks)

References:

Being Teen Aagers,
Chapters 2, 13, 14, 15, 19, 20.
Into Your Teens,
Pages 41, 42, 44, 48, 50, 324,
325, 333.

Section I—Our School

- A. Organization.
 - Staff.
 - Equipment.
 - Buildings.
 - New Pupils.
 - Special services.
 - Regulations.
- B. Deportment.

Section II—Student Activities

- A. Election Procedures.
- B. Students' Union.

Reference:

Being Teen Aagers,
Ch. 2, "Choosing My Activities."

- C. Classroom Organization.

Section III—Study

- A. The Value of Efficient Reading Skills.
 - Reading for Information.
 - Skimming.
- B. Techniques of Study.
 - Good Methods.

References:

Into Your Teens,
P. 41, "School Troubles."
P. 42, "What are Your School Worries?"

P. 44, "The Problem of Homework."

P. 48, "Television and Homework."

P. 55, "That Subject You Don't Like."

Being Teen Agers,

Ch. 14, "Study Time."

Interest.

C. Tests.

Reasons for Tests.

Reference:

Being Teen Agers,

Ch. 15.

Preparation for tests.

References:

Into Your Teens,

P. 50, "You and Tests."

Being Teen Agers,

Ch. 15, "How to Take Tests."

Writing of tests.

D. Outlining.

Section IV—The School Program

A. Grade IX.

General Regulations.

Compulsory courses.

Exploratory courses.

Reference:

Being Teen Agers,

Ch. 20, "Choosing My High School Subjects."

B. Grade IX and High School.

C. Why Go to School?

References:

Into Your Teens,

P. 324, "What Good is School Anyway."

P. 325, "Your Education Is an Investment in Your Future."

P. 333, "You and Your Goals."

Being Teen Agers,

Ch. 19, "Planning My Future Education."

What Good is High School?

Life Adjustment Booklet.

**GRADE VIII—UNIT II—
PATTERNS OF GROWTH**

(Suggested time allotment—
3 weeks)

References:

Good Health for Better Living

Pp. 36-37, Ch. VII (in part),
Pp. 151-154, 184-191,

Into Your Teens,

Pp. 13, 38-39, 69-70, 137-138,
215-219, 263.

Allergic to What?

Available from the Provincial
Department of Health, Health
Education Division.

A. Factors in Individual Differences. (Hereditary influences on skeletal growth).

B. Differences in Growth Patterns Between Boys and Girls.

C. Environmental Influences.
Effect of secure family life.
Effect of housing conditions.
Effect of availability of health services.
Influence of Geography.

D. Learning to Meet the Growth Changes of Adolescence.
Awkwardness due to unequal growth.

Acne.

Need for Exercise.

E. Allergies.

**GRADE VIII—UNIT III—USING
SCIENTIFIC KNOWLEDGE**

(Suggested time allotment—
4-5 weeks)

References:

Free pamphlets, Health Education Division, Department of Health:

Canada's Health and Welfare Program.

Your Health Services

Your Health Unit

"Health and Welfare," monthly publication of the Department of National Health.

Good Health for Better Living
Chapter VI.

Into Your Teens,

Pp. 262-271.

You're Growing Up,

Pp. 296-299.

A. New Drugs are Helping to Conquer Germ Infections.

The sulfonamides:

Scientists have learned to make chemical compounds that kill

disease germs in the body.

The antibiotics: Scientists have learned to use one form of life to kill other forms.

Note: Section in

You're Growing Up,

dealing with antibiotics.

- B. Self-medication Can Be Very Harmful.

New drugs should be used only upon the advice of a physician. Patent medicines can be harmful because this form of treatment delays accurate diagnosis and scientific treatment.

Headache remedies are used too frequently.

The claims of preparations such as hair tonics, blood tonics, mouth washes, weight reducers, cough and cold remedies should be examined carefully before they are purchased and used.

The Department of National Health and Welfare prohibits the sale of medicine for cancer, tuberculosis, and syphilis.

- C. Modern Medicine Makes Use of Electronic Discoveries.

The X-ray and fluoroscope have become indispensable in accurate diagnosis.

Electrocardiographs and electro-cephalograms help to discover heart and brain diseases. Radium and atomic tracers are becoming increasingly important.

The electron microscope is increasing our knowledge of germs, especially viruses.

- D. Understanding Personality Needs is Helping to Promote Health.

Tensions and unhappiness cause poor physical health.

Good mental health is dependent upon understanding one's personality needs.

Health faddists show signs of poor mental health.

Many people become too concerned over their health and show signs of being neurotic.

Great advances have been made in treating mental illnesses.

(See also Unit V, Grade VIII).

**GRADE VIII—UNIT IV—USING
THE BODY'S DEFENCES**
(Suggested time allotment—
3 weeks)

References:

Good Health for Better Living
Pp. 170-176.

Health Observation of School Children,
Chapter 7.

Disinfection, Common Childhood Diseases, and What Teachers See, pamphlets and booklets available from the Department of Health, Edmonton, Alberta.

- A. Caring for Infectious Diseases.

Caring for infectious diseases in the home requires a knowledge of how germs are spread. Germs lead a "hand to mouth" existence. Dishes should be washed in hot soapy water and scalded. Sick rooms should be cleaned with soap and water and aired. Articles that cannot be washed should be put out in the sun.

- B. Schools Are Frequently Responsible for Transmitting Infection.

Common ways of spreading disease in the school are:

Carelessness in coughing and sneezing.

Common cups and towels.

Dirty washrooms.

Common use of articles in the gymnasium.

Dusty floors.

Poor ventilation.

- C. Protection Against Skin Diseases.

Some skin diseases are not communicable but are caused by allergies, by nervous tensions or faulty diet.

Skin diseases such as ringworm, scabies and impetigo can spread quickly through a school.

- D. Good School Health Services.
Good school health services help to control the spread of infectious diseases. Public Health personnel providing services in the school. What school health services aim to do.

GRADE VIII—UNIT V—LIVING STANDARDS AND VALUES

(Suggested time allotment—6-7 weeks)

References:

Being Teen Agers,
Ch. 1, 3-5, 7, 8, 10, 16, 22, 24-29, 32.
Into Your Teens,
Pp. 6-9, 17-30, 36, 61, 80-81, 87-91, 96-133, 140, 164-197, 230-234.

Section I—Introduction to Personality

- A. All Round Boys and Girls.

References:

Into Your Teens,
P. 6, "Growing Up."
P. 8, "Growing Up."
Being Teen Agers,
Ch. 1, "All Round Boys and Girls."

- B. Personality and Character.

Reference:

Being Teen Agers,
Ch. 3, "Personality Plus."

- C. Social Skills.

References:

Into Your Teens,
P. 80, "A Party in the Offing."
P. 97, "These Feelings of Uncertainty."
P. 102, "Test Your Social 'Know-How'."
P. 121, "Some Interesting News."
P. 122, "Accepting Yourself as a Boy or Girl."
P. 123, "Those Stereotyped Ideas."

Being Teen Agers,
Ch. 8, "Etiquette's Easy."

- D. Looking Your Best.

References:

Into Your Teens,
P. 109, "Some Helpful Hints for Girls."

P. 116, "Some Tips on Good Grooming for Boys."

Being Teen Agers,
Ch. 7, "Looking-Glass Looks."

- E. Distinctive Features.

References:

Into Your Teens,
P. 105, "Be Yourself."
P. 109, "Making the Most of Yourself."
P. 107, "It's Fun to be Yourself."
P. 61, "Those Self-Conscious Feelings."

Being Teen Agers,
Ch. 32, "Daring to be Myself."

Section II—Guideposts

- A. Being with the Crowd.

- B. Developing Responsibility.

Reference:

Being Teen Agers,
Ch. 24, "Becoming Grown Up."

- C. The Desire to Succeed.

References:

Into Your Teens,
P. 128, "An Older Sister Tries to 'Help.'"
P. 130, "Taking Criticism."
Being Teen Agers,
Ch. 28, "When You Are in Trouble."

- D. Religious Ideals, Ethical and Moral Values.

- E. Desirable and Undesirable Ways of Satisfying Our Desires.

References:

Into Your Teens,
P. 20, "Growing Up Socially and Emotionally."
P. 96, "Mixed Feelings."
P. 140, "Just Before the Party."
Being Teen Agers,
Ch. 26, "Our Feelings Grow Up."
Ch. 27, "Handling Our Emotions."

Section III—Living Standards and Values**A. Co-operation with Others****Reference:**

Being Teen Agers,
Ch. 16, "Let's Talk About Teachers."
Ch. 22, "Working with People."

B. Our Behavior Yesterday, Today, and Tomorrow.**References:**

Into Your Teens,
P. 17, "Growing Up Mentally."
P. 24, "Problems and More Problems."
P. 36, "Your Troubles Don't Just Happen."
P. 230, "What Do You Mean by Good Mental Health?"
Being Teen Agers,
Ch. 29, "How We Are Alike."

C. Ideals at Work.**Reference:**

Being Teen Agers,
Ch. 29.

Section IV—Social Values**A. Developing a Spirit of Co-operation in the Family.****References:**

Into Your Teens,
See P. 164-190.
P. 192-196.
Being Teen Agers,
Ch. 25, "Taking My Part in the Family."

B. Making Friends.**References:**

Into Your Teens,
Pp. 28, 30, 87.
Being Teen Agers,
Ch. 4, "Making Friends."
Ch. 5, "Helping Others Make Friends."

GRADE VIII—UNIT VI—GROUP LIFE

(Suggested time allotment—
4-5 weeks)

References:

Being Teen Agers,
Chapters 9, 12, 30, 31, 33.

Into Your Teens,
Pages 34-35, 148-157, 198-205.

Section I—Group Living

- A. Group Study Methods.
- B. Contribution to the Group.
- C. Classroom Behavior.

Section II—Social Institutions

- A. The School as a Social Institution.
- B. The Way the School Helps the Student to Adjust to his Environment.
- C. The Co-operation of Home and School.

Section III—Democratic Living

- A. Contribution to the Community.
- Reference:**
Being Teen Agers,
Ch. 33, "Your Community and You."
- B. Democracy for Boys and Girls in Everyday Living.

Reference:

Being Teen Agers,
Ch. 30, "Democracy a Privilege."

Section IV—Group Thinking

- A. Group Projects.
- B. Influence on the Group.
- Reference:**
Being Teen Agers,
Ch. 31, "Taking Part in the Group."
- C. Adult Leadership.

Section V—Leisure Time Activities

- A. Group Recreation.
- References:**
Into Your Teens,
Pages 34, 148, 150, 152, 154.
Being Teen Agers,
Chapters 9, 12.
- B. Activities and Juvenile Delinquency.
- Reference:**
Into Your Teens,
Pages 198, 199, 204.

Section VI—Leaders and Followers

- A. Competition for Leadership.
- B. Group Planning.
- C. Progress Depends upon Participation.

GRADE VIII—UNIT VII—THE BODY AND ITS USE OF FOOD

(Suggested time allotment—
4-5 weeks)

References:

Good Health for Better Living
Chapters I, II, III.

Into Your Teens,

Pp. 145, 226-229, 242, 244.

Pamphlets, Health Education
Division, Department of
Health, Edmonton.

Section I—Food Assimilation

- A. The Influence of Food on growth, posture, mental outlook, teeth, general appearance, and resistance to disease.
- B. What Biochemists Are Discovering.
Scientists known as biochemists are constantly searching out the needs of the body and analyzing foods to find the substances that meet these needs.
- C. The Meaning of Metabolism.
- D. Energy Value of Foods.
The measurement of the energy value of foods. The calorie as a unit for measuring heat. It is the amount of heat necessary to raise the temperature of one kilogram (about one quart) of water one degree centigrade.
- E. The Influence of Calories on Weight. The problems of overweight and underweight.
- F. The Importance of the Protective Foods.
Protective foods are those which are rich in the following: protein; vitamin A, B₁, B₂, C and D; the minerals calcium, phosphorus, iron, and iodine.
- G. Dietary Deficiency Diseases.
- H. How to Choose a Good Diet.

The importance of selecting food from the following five food groups: (1) milk and milk products; (2) fruit; (3) vegetables; (4) cereals and bread; (5) meat and fish.

- I. Helping to Select and Prepare Food at Home.

Ways to keep down the cost of food and still be well fed.

Importance of including milk for all members of the family.

The value of a garden. How

food values are lost in cooking.

Sharing responsibility for the preparation of food at home.

Section II—How the Body Prepares Food

- A. Why We Need Food.
We need food:
As fuel for heat and energy and for muscular or movement energy.
As material with which to build tissue or repair tissue.
As material from which to make enzymes and hormones which regulate and maintain body processes.
- B. What is Digestion?
Food must be in liquid form before it can be absorbed.
Most foods are in "storage" form, i.e., the plant or animal has stored the food in large insoluble molecules so the cells can use them, that is, complex substances are broken down into simple ones.
- C. The Nature of the Digestive Tract.
- D. Steps in Digestion:
The mouth begins the digestive processes.
The stomach has several jobs to do:
 - (1) Acts as a reservoir for food.
 - (2) Begins the digestion of proteins.
 - (3) Manufactures enzymes.
 The small intestine carries on the major part of digestion

and provides an enormous surface for absorption. The large intestine removes wastes. Bacteria in intestine probably manufacture important enzymes.

- E. Appendicitis and its Nature.
- F. Food Poisoning (a bacterial infection of food).
Food poisoning can be prevented by cleanliness in the preparation of food and proper storage methods.
- G. Food Fads:
Raw food fad.
Yogurt and molasses.
Foods to prevent "acidosis."

Section III—How the Body Uses Oxygen

Food is of no value to the body without oxygen.

Oxygen is delivered to the cells by the combined work of our breathing and blood systems. Our control stations:

Located in the brain are nerve centers that control the rate of breathing and the speed of the heart beats.

The oxygen debt:

In strenuous exercise wastes collect in the tissues because oxygen cannot be delivered fast enough to burn them completely.

The breathing organs prepare air for its use in the body.

The importance of good ventilation in homes, school and other buildings.

GRADE VIII—UNIT VIII—SAFETY IN THE SCHOOL

(Suggested time allotment—
4-5 weeks)

References:

Good Health for Better Living,
Ch. X.

Into Your Teens,
Pp. 272-307.

Pamphlet material from Alberta Safety Council, 9656 Jasper Ave., Edmonton.

Alberta Motor Association,
9905 101A Ave., Edmonton,
and Canadian Red Cross,
Calgary and Edmonton.

First Aid to the Injured *Fire Prevention Education* *Are Fire Drills a Farce in Your Schools?*

- A. Why Accidents Happen at School.
Personal reasons.
Faulty equipment.
Poorly planned buildings.
Other causes.
- B. Special Hazards in Various Rooms:
Gymnasium.
Washrooms and locker rooms.
Halls.
Auditorium.
Laboratories.
Swimming pool.
- C. Fire Drill:
Organization of class and school procedure in fire drills.
Fire hazards at school.
- D. Drowning:
Importance of learning to swim.
Learning to take responsibility for yourself and others.
- E. First Aid.
First-aid kit.
Cot and blanket in a suitable quiet room.
First aid manual.
- F. Why Accidents Occur Going to and from School.
Importance of school patrol.
Hitch-hiking, jay walking.
Careless bicycle riding.
Playing games on streets and highways.

GRADE VIII—UNIT IX—JOB UNDERSTANDING

(Suggested time allotment—
4-5 weeks)

References:

Being Teen Aged,
Chapters 17, 18, 21, 23.
Into Your Teens,
Pp. 308-323, 328-329.

- A. Work in the Community.
Survey of local jobs.

Reference:

Being Teen Ageds,
Ch. 17, "Thinking of Future
Jobs."

Satisfaction in work.

- B. Learning from Work.
The school provides job
training.

Reference:

Being Teen Ageds,
Ch. 18, "Education and jobs."
Part-time jobs:

References:

Being Teen Ageds,
Ch. 21, "What Makes a Good
Worker?"

Ch. 23, "Should I Get a Part-
time Job?"

Into Your Teens,

P. 308, "A Front Page Story."

P. 312, "I've Never Worked
Before."

P. 310, "Planning Ahead."

P. 313, "What Does it Take to
Get and Hold a Job?"

P. 316, "Someone Else Got the
Job."

P. 317, "Being Responsible."

P. 320, "Making Good on the
Job."

P. 328, "An Uncomfortable
Experience."

P. 329, "Some Pointers for
Baby Sitters."

UNITS FOR GRADE IX

GRADE IX—UNIT I—EFFECTIVE LEARNING

(Suggested time allotment—
2-4 weeks)

References:

Personality and School,
Chapter 1-5, 9-14, 15-28, 39.
*Study Your Way Through
School*,
Life Adjustment Booklet.

Section I—School Organization and Administration

- A. Rules and Regulations.

References:

Personality and School,
Chapter 1.

- B. School Spirit.

Reference:

Personality and School,
Chapter 39.

- C. Organizations.

Section II—Study Habits

- A. Conditions for Study.

Reference:

*Study Your Way Through
School*,
Life Adjustment Booklet.

- B. The Study Schedule.

- C. Outlining.

- D. Notes and Note Making.

- E. Additional Study Techniques.

Reference:

Personality and School,
Ch. 19, 20, 21, 22.

- F. Aids to Memory.

Reference:

Personality and School,
Ch. 15, 16, 17, 23, 24, 25, 26,
27, 28.

- G. Tests: Importance in Grade IX.
Types.

Preparation for tests.

Physical condition and mental
attitude towards exams.

Reference:

Personality and School,
Chapter 18.

Section III—Planning Your Future

- A. Types of Programs in Alberta
Schools.

References:

Personality and School,
Chapters 2, 3, 4, 5.
*Senior High School Hand-
book*

- B. The Advantages of High
School.

Reference:

Personality and School,
Chapters 9, 13, 14.

- C. Types of Programs in other Alberta Educational Institutions.

- D. The Credit System in High School.

Reference:

Personality and School,
Chapters 10, 11.

- E. Prerequisites, Electives and Compulsory Subjects in High School.

- F. School Subjects as Related to Vocations.

Reference:

Personality and School,
Chapter 12.

**GRADE IX—UNIT II—
ADOLESCENCE—THE BRIDGE
TO ADULTHOOD**

(Suggested time allotment—
3 weeks)

References:

Health Through Science,
Pp. 104-119, 254-262, 289-300,
379-381, 424-445, 394-398.
Snellen Eye Chart (free), Cana-
dian Institute for the Blind, Ed-
monton.

Building Health,
Chapters 5, 6, 7, 8, 9.

- A. Assuming Responsibility for One's Own Health.
Developing sound health practices.
- B. Being Aware of Deviations in Growth During Adolescence.
Growth changes at puberty and through adolescence.
Underweight and Overweight.
Vision.
Hearing.
Susceptibility to disease.
Allergies.
- C. Making the Most of One's Appearance.
Selection of clothing.
Good grooming.
Good carriage.
Cheerful and optimistic outlook.

**GRADE IX—UNIT III—CANADA'S
CHANGING HEALTH PICTURE**

(Suggested time allotment—
4-5 weeks)

Reference:

Canada Year Book

Pure Food, Safe Drugs,
pamphlet, Provincial Depart-
ment of Health.

*Regulations Respecting Dairy
Farms, Milk, Plants, Fluid
Milk, and Table Cream*,
pamphlet, Provincial Depart-
ment of Health.

Your Health Services,
Provincial Department of
Health.

Facts About Alcohol
(Life Adjustment Booklet).

**Section I—Population Changes Are
Influencing Our Health Prob-
lem**

- A. Our Population is Growing Older.
Fewer immigrants.
Declining birth rate.
Medical science is prolonging life.
- B. Increased Urbanization.
Housing problems.
More people employed in fac-
tories—need to protect health
of industrial workers.
Greater danger in the spread
of infection.
Increased need for hospital
beds in city centers.
Higher death rate from
accidents.
- C. Decline of Communicable
Diseases and Increase of
Degenerative Diseases.
Some communicable diseases
have almost disappeared, e.g.,
smallpox and typhoid.
Rise of heart disease, cancer,
strokes, neuritis, arthritis.
Rising costs in the care of
chronic illness.
- D. Increased Government Control
in Health Protection.
Legislation to protect the pub-
lic in the sale of foods and
drugs.

Grading of foods and inspection of meats.

Regulations re pollution of streams, disposal of factory wastes, transportation.

Government grants to hospitals and rural health units, special government services, e.g., for cancer and tuberculosis, poliomyelitis and cerebral palsy. Regulations regarding the sale of milk.

- E. Improved Standards of Living.
Better roads and greater ease in transportation.
Rural electrification and its significance.
Demand for better medical service.
More widespread knowledge regarding health and disease: increased means of communication, e.g., radio, films, libraries, public health pamphlets.
Higher levels of employment and higher incomes.

Section II—The Abuse of Alcohol is a Major Health Problem

- A. Why Alcohol Education?
B. The Metabolism of Alcohol.
C. The Relation of Alcohol to Nutrition and Disease.

GRADE IX—UNIT IV—COMMUNITY HEALTH

(Suggested time allotment—3 weeks)

References:

Pamphlets, Health Education Division, Provincial Department of Health, Edmonton:

Protecting the Community Health Supply

Rats, Let's Keep Them Out of Alberta

Common Childhood Diseases Disinfection

Health Through Science, Pp. 245-252, 482-490.

Building Health, Chapter Nine.

- A. Germ Diseases Are Not Inherited.

Most germ diseases are acquired by close contact with the disease.

Diseases are transmitted in a family by many contacts:

- (a) By spray infection from nose and throat.
(b) By use of common towels.
(c) By poorly washed dishes and silverware.
(d) Through carelessness in the preparation and serving of food.
- B. Diseases Differ in Their Effects from One Individual to Another.
(Each person is a different kind of host to the invading organism.)
- C. The Body Has Special Protective Mechanisms.
The skin acts like a protective envelope to keep out harmful substances.
The nose has a special structure to clean, warm, and moisten air.
The tears keep the eyes free of germs.
The white blood cells act like policemen and increase their forces when necessary.
Fever retards the growth of germs.

- D. The Body Learns to Defend Itself Against 'Harmful Organisms.

Antibodies are manufactured by cells to protect themselves. The blood distributes the antibodies.

There are two ways of making the body develop protective antibodies:

- (1) The disease itself;
(2) Vaccines and toxins.

We sometimes use ready-made antibodies, that is, we take them from other people or animals.

- E. Many Factors Influence the Resistance of the Body to Disease.
Favorable:
Good circulation of the blood.

A well-selected diet rich in protective foods.
 Regular hours of sleep.
 Fun and relaxation.
 Unfavorable:
 Fatigue.

Worry and anxiety and emotional upsets.
 Loss of blood.
 Other infections always present.
 Extremes of temperature.

- F. Public Health Personnel.
 The public health personnel who help to prevent the spread of disease in the community.
 The local health authorities and the benefits the community enjoys through well-trained workers, e.g., medical health officer, sanitary engineer, sanitary inspector.
 Sanitation in restaurants in your community.
 Protection of your community's water supply.
 Swimming pool sanitation.
 Precautions taken by your community to dispose of sewage and garbage.
 Keeping the community free of pests.
- G. What Alberta is Doing in Public Health:
 Health education.
 Rural health units.
 Hospital and medical services.
 Blood transfusion depots.
 Cancer diagnostic clinics.
 Sanitary engineering.
 Provincial laboratories.
 Nutrition services.
 Tuberculosis control.
 Mental health.
 Public health entomology.
 Cerebral palsy clinics.
 Treatment of rheumatoid arthritis.

**GRADE IX—UNIT V—
 INDIVIDUAL DEVELOPMENT**
 (Suggested time allotment—
 6-7 weeks)

References:

Personality and School,

Ch. 9, 29-36, 38, 40.

*Four-Square Planning For
 Your Career,*

Ch. 4, 9.

Facts About Alcohol,
 McCarthy—Life Adjustment
 Booklet.

Section I—Personality Grows

- A. The Total Personality.

References:

Personality and School,
 Chapter 32.

*Four-Square Planning For
 Your Career,*
 Chapter 9.

- B. Manners and Conduct as Part of Personality.

Reference:

Personality and School,
 Ch. 30, 32, 34, 35.

Section II—Individual Needs and Responsibilities

- A. Personality and Social Needs.

Reference:

*Four-Square Planning For
 Your Career,*
 Chapter 4.

- B. Desirable and Undesirable Ways of Satisfying These Needs.

Reference:

Personality and School,
 Chapter 33.

- C. Why Do People Drink?

- D. Alcohol and the Teen-Ager.

- E. Personal Attitudes That Lead to Anti-Social Behavior and Ways to Combat These.

- F. The Need for a Sense of Responsibility.

Reference:

Personality and School,
 Chapter 31.

- G. The Value of Wise Counsel.

Section III—The Development of Character

- A. Know Yourself.

- B. Building Character.

Reference:

Personality and School,
Chapter 39.

- C. How Religious Beliefs Help People.

Reference:

Personality and School,
Chapter 38.

- D. Character and Reputation.

Reference:

Personality and School,
Chapter 9.

- E. Character and Personality.

Reference:

Personality and School,
Chapter 32.

- F. Choice of Goals.

Section IV—Friendships and Attachments

- A. Friendships.

Reference:

Personality and School,
Chapter 29.

- B. Good Attitudes to Develop.

- C. Do's and Don'ts for Boy-Girl Friendships.

Section V—Behavior Patterns

- A. Behavior Changes.

- B. The Effect of Alcohol on our Reactions and Feelings.

- C. Mental and Physical Hurdles.

Reference:

Personality and School,
Chapter 36.

- D. Men and Women Who Have Been Successful.

- E. The Part Happiness Plays in Successful Living.

Reference:

Personality and School,
Chapter 40.

GRADE IX—UNIT VI—GROUP LIFE

(Suggested time allotment—
4-5 weeks)

References:

Personality and School,
Chapters 1, 9, 31, 33, 37, 38.

*Four-Square Planning For
Your Career*,
Chapters 1, 5, 13.

Section I—My Groups

- A. Loyalties and Evaluation of Loyalties.

Reference:

Personality and School,
Chapter 33.

- B. Attitudes of the Individual in the Group.

Reference:

Personality and School,
Chapter 37.

Section II—Living in Our Society

- A. Citizenship in a Community.

Reference:

Personality and School,
Chapters 1, 9.

- B. Religion in a Community.

Reference:

Personality and School,
Chapter 38.

- C. Family Living.

Note: Care must be taken to avoid personal references.

Section III—Democratic Living

- A. Tolerance.

- B. Sportsmanship.

- C. Research Workers.

- D. Democratic Procedures.

- E. Participation and Responsibility.

Reference:

*Four-Square Planning For
Your Career*,
Chapter 1.

- F. Group Thinking.

Reference:

Personality and School,
Chapter 31.

Section IV—Leisure Time Activities

- A. Group and Individual Activities.

Reference:

*Four-Square Planning For
Your Career,*
Chapters 5, 13.

**GRADE IX—UNIT VII—THE
GREAT DELIVERY SYSTEM OF
THE BODY**

References:

Building Health,
Chapter 3.

The Story of Blood,
Canadian Red Cross Society.
For Healthful Living,
Chapter 6.

- A. Early Ideas About the Work of the Heart and Importance of Blood.
- B. Harvey's Work Revolutionized the Practice of Medicine.
- C. The Heart as a Pump.
Factors that influence its rate of pumping.
Exercise and rest.
Excitement.
- D. Heart Disease in Young People.
Usually caused by infection that injures the heart valves, particularly rheumatic fever.
- E. Heart Disease in Older People.
- F. Our Transportation Lines.
The vast, continuous network of tubes we call the blood vessels.
- G. What is in Blood?
Cells.
Water.
Food.
Oxygen.
Secretions of the glands.
Protective substances.
- H. The Nature of Shock.
The disturbance in the circulatory system caused by nervous stimulation, hemorrhage and toxins.
- I. The Red Cross Blood Transfusion Service.

**GRADE IX—UNIT VIII—SAFETY
ON THE ROAD**

(Suggested time allotment—
4-5 weeks)

References:

Pamphlets on Safety from
Alberta Motor Association
and Alberta Safety Council.
Health Through Science,
Pp. 207-224.
Building Health,
Chapter 10.

- A. Safety for Pedestrians.
What the pedestrian needs to know and practice in walking on highways, in coping with traffic, in crossing streets, etc.
- B. Dangers Created by Cyclists, and Dangers to Cyclists.
- C. One's Responsibility to Become a Safe Driver.
Learning the rules of the road.
Knowing how to operate a car safely.
Realization of a driver's responsibility to others.
Developing driving integrity that puts safety above thrills, dares and showing off.
Good manners in driving.
- D. Common Causes of Accidents.
Excessive speed, poor roads, climatic condition, mechanical failure, fatigue, alcohol, poor judgment, headlight glare, etc.

**GRADE IX—UNIT IX—
EDUCATION AND THE WORLD
OF WORK**

(Suggested time allotment—
4-5 weeks)

References:

Personality and School,
Ch. 41-49.

*Four-Square Planning For
Your Career,*
Ch. 1-3, 6-12, 14.

NOTE: The work on this unit should attempt to show the relationship of continued education and training to job possibilities and job success.

Section I—Planning

- A. Fields of Occupation.

References:

*Canada Year Book,
Four-Square Planning For
Your Career,*
Chapter 10.

- B. The Importance of Unskilled Labor.

Reference:

*Four-Square Planning For
Your Career,*
Chapter 11.

Section II—Job Opportunities

- A. Major Industries in Alberta.

References:

*Occupational Trends and
Employment Opportunities,*
March, 1954, (free) Department
of Education.
Employment Bulletin, National
Employment Service. Obtain-
able from Department of Edu-
cation.

Personality and School,
Ch. 43-48.

- B. Supply and Demand in Jobs.

Reference:

Personality and School,
Pp. 303-5.
Canadian figures per capita
will be approximately the same
as American.

- C. Opportunities for the Physi-
cally Handicapped.

Reference:

*Occupational Trends and
Employment Opportunities,*
March, 1954.

Section III—Factors in Success

- A. The Qualities Apparent in Suc-
cessful People.

- B. Personal Qualifications.

References:

Personality and School,
Ch. 41, 42.
*Four-Square Planning For
Your Career,*
Ch. 2, 9.

- C. Success in School Work.

References:

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- A. Part-time work.

- B. Standardized Tests and Interest
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- A. All Work Demands Respect.

- B. Collective Bargaining.

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- A. Appearance, References and
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- A. National Employment Service,
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sistance.

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- A. Ways to Increase Knowledge
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- B. Factors in Promotion.

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- C. Team Performance.

- D. Reasons for Discharge.

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